

PHYSICAL EDUCATION (PE) CURRICULUM GUIDANCE

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.

John F. Kennedy

Physical Education Intent

At St Andrew's, we see PE as a vehicle to develop the knowledge, skills, capabilities and **growth** necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is a vital part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, struggle and show resilience and determination to believe that anything can be achieved. Thus, enabling them to reach their full potential while **developing character**.

We aim for our pupils to be inspired by the diverse and amazing people and events this world has to offer in the world of sport. We intend to give children the **courage** to learn life skills that will positively impact on their future through opportunities that inspire all children to succeed in physical activities. Our children show **compassion and service to others** when communicating, collaborating and competing with each other and themselves, both independently and as part of a team. They will be equipped to apply a broad range of the fundamental skills in familiar and unfamiliar sports and have the confidence and self-belief to take physical risks, adopting challenges within a safe, secure and encouraging learning environment. Through our PE programme, pupils will improve their wellbeing and physical fitness, not only in a broad range of sporting skills and activities, but through the underpinning values and disciplines that PE promotes; leaving a legacy of the life-long values of fairness and equity of play. Children are also encouraged to **grow** their leadership and teamwork skills which we will enable children to improve and achieve in line with their age and potential. The school's holistic approach to PE means that daily activity and exercise is incorporated into everyday school life and children will develop a lifelong positive attitude to physical activity and its impact on wellbeing.

Our intent is that...

- Children will enjoy physical activity and be inspired to **grow** to lead healthy and active lifestyles.
- Children will be taught the values of teamwork, determination, fairness, respect and self-belief through competitive sport and other physical activities.
- Children will be provided with opportunities to become physically active and physically confident.

The PE Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. The PE Leader will attend subject specific meetings (NSSPEA), LSP Curriculum Lead Development Days and will cascade this

training and information to teachers through staff meetings and the internal messaging service (Grapevine.) Individual teachers should continually develop their own skills and knowledge, identify their own needs through an annual PE audit and attend CPD recommended by the PE Leader. The subject leader will oversee the planning of lessons and organisation of the PE timetable to ensure a varied and progressive curriculum. In addition, the subject leader will oversee the ordering of new equipment and replenishing of core items, including playground equipment. The subject leader will also ensure high standards across the PE curriculum through effective monitoring, both of lessons and teacher assessments. As part of delivering a broad, exciting and varied curriculum an annual Sports Day is organised for Key Stage 1 and 2. The subject leader will organise training and support selected Year 5 and 6 pupils to become playground leaders (PEP – positive energetic playleaders) who support Key Stage 1 children at playtimes.

“We don't want to tell our dreams, we want to show them.” Cristiano Ronaldo

Physical Education Implementation

Pupils participate in PE sessions twice a week in line with Government Guidelines alongside additional forest school sessions. In addition, daily physical activity is delivered across the school in a variety of ways (lunchtimes, afterschool and during lessons) to enhance children's physical fitness and wellbeing. A range of **playground equipment** is provided for each year group and is stored in classrooms for easy access at playtimes. PE lessons are taught by both the class teacher and HLTAs. Our PE programme (PE HUB) incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses as well as focusing on the development of agility, balance and coordination, healthy competition and cooperative learning. We support every child to progressively develop the key abilities they need to be successful within PE and sport across the curriculum. Lessons are planned to align and adhere with the national curriculum. They focus on five main areas of the curriculum, which are: invasion games, gymnastics, dance, striking and fielding and outdoor adventurous activity (OAA + forest school) which skills are embedded in the form of small games. The PE subject leader works together to co-ordinate and support the development of PE throughout the school. The PE curriculum is mapped to ensure alignment with the national curriculum content and programmes of study. The PE subject leader provides the taught units within the academic year to ensure full coverage of the curriculum and to support teachers, who will adapt the plans to meet their children's needs. It remains the responsibility of each teacher to deliver appropriate PE activities and to monitor and record pupil progress in PE. We also work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. Including; cricket coaches, swimming coaches and NSSPEA coaches.

Children in Year 4 go **swimming** once a week, for ten weeks at Clevedon Leisure Centre. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course. They also complete a Water Safety lesson as part of this learning. Extra swimming lessons will be provided for Year 5 and Year 6 children that have not yet met the required standard of swimming the required 25m and different strokes, ensuring that children leave our school with a vital life skill.

We believe having the opportunity to participate in new activities can change attitudes and raise aspirations and therefore Year 6 children have the opportunity to go on a **residential camp** where they undergo experiences that they might not otherwise have had: canoeing, paddle boarding, coastal walks, climbing, abseiling, tunnelling, pedal carting and assault course. The camp includes adventurous activities and challenges which develops their

resilience to persevere with activities; to live alongside their peers enabling them to become more adaptable and confident; to deal with an element of risk; to develop greater independence and improve leadership skills. Throughout the camp, children co-operate and collaborate with others, as part of a team, and therefore their personal, social and emotional development is enhanced and self-confidence and esteem built upon.

The **facilities** we offer to be utilised for physical education and play are: a large playing field, a hall, a trim trail, two playgrounds and outdoor fixed gym equipment. All children at our school will receive at least the required two hours of PE a week following the national curriculum. In addition to the two hours of PE a week, children get to try new and inclusive sports provided by the NSSPEA. Effort and hard work, as well as success, are celebrated in class and whole school assemblies. We aim for physical activity to be a positive and enjoyable experience. We believe that working collaboratively is a vital life skill and children will be working within teams in their PE lessons.

Equal Opportunities - We try to ensure that there are no barriers to learning for any child. Lessons are tailored to ensure inclusivity for all children regardless of social class, gender, culture, race, special educational learning needs and disabilities (SEND). We work hard to generate an inclusive environment where pupils and staff show respect for one another. All pupils have equal access to PE and all staff members follow the equal opportunities policy. Resources for children with SEND and children who are working above Age Related Expectations (ARE) are made available to support and challenge appropriately. The use of peer and adult coaching, modelling and scaffolding acts as a method to be **compassionate** and provide **service** towards others for all round **growth**. All children have the right to access the PE curriculum and teachers adapt their teaching and learning tasks and activities to ensure appropriate level of challenge is provided for all pupils. Supporting adults are also deployed effectively to ensure focused support where this is necessary. Teachers use a range of inclusion strategies, including differentiated equipment, space and extra time, as well as direct, differentiated questioning, visual demonstrations and the activation of prior knowledge and contextual learning.

Parents and Carers Parental/carer involvement is highly encouraged and valued, particularly where they have specific expertise (parental rugby coaches). Parents will be regularly encouraged to support children to take part in regular physical activities. Parents are urged to support their children in developing a healthy lifestyle through regular messages in Newsletters, whole school events such as Sports Day and PTA events (Fun run). We are also looking to encourage national events such as Walk to School Week (20th to the 25th of May 2024).

“The sky has no limits. Neither should you.” Usain
Bolt

Physical Education Impact

Our curriculum aims to improve the wellbeing and fitness of all children at St. Andrew's, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of your own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives in a curriculum that is fun, engaging and high quality. The overall success of the PE curriculum can be judged on the legacy it can provide, not only for sport in the community but the impact it can have on a child's life both now and later on in life.

Sport is to be enjoyed and we encourage children to try as many new sports as possible with an open mind. We **nurture** confidence where needed and provide exit routes for children that may enjoy a sport or show real potential in a sport they otherwise may not experience. We have partnered up with local sports clubs that provide: tennis, cricket, rugby and swimming in order to maximise what we can offer to our children. We are committed to improving children's resilience and sportsmanship in competitive environments, there will be an aspect of competitiveness planned into every session to ensure children are exposed to winning and losing and learning how best to deal with both.

Pupils share and evaluate their own skills as well as that of their peers. This enables children to achieve their potential and ensures that all pupils make good progress because they understand their next steps for learning. Children will leave St Andrew's with a positive approach to physical activity, seeing its significance in their own lives and recognising the links between physical activity and wellbeing. They will be equipped to pursue their sporting interests further in the next stage of their lives. In lessons, via a special mentions board, we believe that effort and hard work, and not just success, should be celebrated.

The progression of skills and vocabulary is evidenced in the whole-school planning document. The subject leader carefully tracks the coverage of the curriculum and teachers and HLTAs use forms of assessment to understand the impact of their teaching. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum (Formative Assessment.) Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that they are fully inclusive and take account of children's differing needs and physical ability. Teachers complete termly PE assessment sheets specific to the unit taught (summative assessments). The PE subject leader monitors assessments across the school, providing advice and support as appropriate. These are then used to inform future planning and to enable accurate records to be kept. Evidence of children's learning may be in the form of photographs or videos, which can be shared on the website.

Physical Education at St Andrew's

